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AUTHOR Briggs, Lloyd D.
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ABSTRACT

The summary of the proceedings of the National Career Education Workshops conducted by Oklahoma State University in 1975 includes an agenda of the Salt Lake City Workshop and summaries of small group sessions. The major purposes of the career education workshops was to help teacher educators develop a greater awareness of the career education concept and ways to infuse it into teacher education programs. Small group session summaries represent College of Education deans; educational administrators; counselor educators; and vocational, elementary, industrial arts, home economics, and secondary teacher educators. (EA)

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CAREER EDUCATION In PROGRAMS For TEACHER EDUCATION

Summary of National Career Education Workshop Proceedings 1975

By Lloyd D. Briggs

CE 006 655

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Preface

This booklet summarizes the proceedings of the National Career Education Workshops conducted during the year of 1975 by Oklahoma State University under the sponsorship of the U. S. Office of Education.

Realizing the need for greater teacher education involvement in the career education movement, the U.S. Office of Education funded a project which called for Oklahoma State University to conduct a series of workshops with the purpose of "creating a greater awareness and understanding among teacher educators of the career education concept and to concentrate on methods by which career education can be integrated into preservice teacher education curricula."

The major purpose of the workshops was to help teacher educators develop a greater awareness of the career education concept and to explore ways of infusing it into their own teacher education programs. The ultimate goal, of course, is that new teachers leaving their institutions and entering the teaching profession will be prepared to function satisfactorily in the career education framework without extended training.

Teacher education institutions have viewed the immediate career education movement with interest, and many have initiated significant changes in their programs for the preparation of educational personnel. Whether these institutions should underwrite the advocacy of commitment in terms of money, staff, and facilities is still a matter for debate. However, emergence of the career education concept and its many ramifications has unleased a confluence of forces focusing on an educational concept which teacher education should examine closely.

Although career education still is in a state of development and still is considered a controversial issue by many teacher educators, it has developed grass-roots support in business, industry, labor, and schools in every state in the nation. Without question, career education now is looked upon by many education leaders as a mechanism for educational reform. Career education is stronger today than yesterday, and all indications reveal that it will be stronger tomorrow than it is today. Still, it is quite apparent that this significant educational movement cannot result in long-term change, and might possibly flounder, unless it is understood, accepted, and even promoted by teacher education.

The urgent need at this time, is for teacher educators to make a concentrated and cohesive effort to understand the philosophical foundations, rationale, and implied responsibilities of teacher education institutions. Hopefully, the National Career Education Workshops, sponsored jointly by the U. S. Office of Education and Oklahoma State University, have helped to chart a new sense of direction in American teacher education. It is hoped also that these workshops have stimulated teacher educators to investigate more thoroughly the career education concept and to perpetuate the kind of changes necessary to develop life relevance in American Education.

Workshop Summary

As indicated in the preface, this booklet summarizes the proceedings of the National Career Education Workshops and is brief by design. The Proceedings with the full context of all papers presented in the workshops is in the ERIC System and is available through the regular procedure for materials acquisition from ERIC.

This summary includes the workshop agenda of the Salt Lake City workshop which is similar to the other two. It also includes a listing of presenters and their papers from all three workshops

plus the small group facilitators' summaries of the general ideas which came from their small group discussions.

General Session Presentations

As indicated previously, the papers presented in the general sessions are included in their full context in the proceedings which appear in the ERIC System under the title *Career Education In Programs for Teacher Education: Proceedings of National Career Education Workshops,* Edited by Lloyd D. Briggs and Gary L. Green.

A. Prevalent Career Education Concepts

Career Education and Teacher Education
Kenneth Hoyt — Director of Career Education, U. S. Office of Education

What Business Asks of Schools
Eugene Sydnor, Jr. — President, Southern Department Stores, Inc.

Career Education
Asa Hilliard — Dean, College of Education, San Francisco State University

Communication, Teacher Behavior and Humanism
James Weigand — Assistant to Vice President, University of Indiana

Career Education-Articulation in the University
Donald Robinson — Dean, College of Education, Oklahoma State University

Career Education: The Chalienge of Our Time
Wendell Sharpton — Assistant Superintendent, Sand Springs Schools, Oklahoma

What We Believe: Career Education and the Role of the College in Its Development and Implementation
Cas Heilman — Assistant to Dean of Education, Michigan State University

Federal, State, and Local Responsibilities in Career Education
Robert Weishan — Michigan State Department of Education

B. Career Education In The Local School

Career Education in the Local Schools
Sylvia Anderson — Coordinator, Career Education (Elementary), Weatherford Public Schools, Texas

Career Education in the Local Schools
Mary Murrell — Coordinator, Career Education (Secondary), Weatherford, Texas

Implementing Career Education in the Des Moines Community Schools
Richard Gabriel — Coordinator, Career Education, Des Moines Public Schools, Iowa
Avon Crawford — Assistant Coordinator, Career Education (Elementary), Des Moines Public Schools, Iowa

Career Education in Montgomery County
Paul J. Manchak — Director of Career and Occupational Programs, Montgomery County Schools, Maryland

Career Education in the Local Schools
William Konopnicki — Coordinator, Career Education, Thatcher Public Schools, Arizona

Career Education in Broward County
James Smith — Coordinator, Career Education, Fort Lauderdale Public Schools, Florida

NATIONAL CAREER EDUCATION WORKSHOP

APRIL 30, MAY 1 and 2

HOTEL UTAH

SALT LAKE CITY, UTAH

Tuesday, April 29, 1975

3:00 p.m. **Registration** — Mezzanine
Host: Dr. Gary Green
Oklahoma State University
Ms. Teressa Conner
Oklahoma State University

8-9 p.m. **Get Acquainted Session**

Wednesday, April 30, 1975

8:00 a.m. **Registration** — Mezzanine

8:45 a.m. **General Session** — Empire Room
Presiding
Dr. Lloyd Briggs, Oklahoma State University
Welcome
Dr. Leon P. Minear, USOE Regional Commissioner, Region VIII
Workship Overview
Dr. Lloyd Briggs, Oklahoma State University

9:00 a.m. **Philosophical Foundations of Career Educaion**
Dr. Kenneth Hoyt, Director
Office of Career Education, US Office of Education

10:00 a.m. **Coffee and Coke Break** — Mezzanine

10:15 a.m. **Career Education: A Challenge of Our Time**
Dr. Asa Hilliard, Dean
School of Education, San Francisco State University, California

11:00 a.m. **Small Group Discussion Sessions***
(Identification of Issues and Problems in Career Education)

Facilitator	Discipline Area	Room
Dr. Betty Newlon University of Arizona	Educational Administration	Room 232
Dr. Garn Coombs Brigham Young University	Secondary Education	Empire Room
Dr. Marla Peterson Eastern Illinois University	Elementary Education	Jade Room
Dr. Rupert Evans University of Illinois	Vocational Education	Gold Room
Dr. Price Ewens Oklahoma State University	Counseling and Guidance Education	Room 233
Dr. Henry Sredl University of Illinois	Industrial Arts	Room 349
Dr. Ruth Harris Virginia Polytech Institute	Home Economics Education	Room 347
Dr. Keith Goldhammer Michigan State University	Dean of Education	Minute Room

*Participants will remain with their discipline areas for all small group sessions with the exception of the Wednesday afternoon, Thursday and Friday morning group sessions.

12:00 noon	Lunch—Individually Arranged	
1:30 p.m.	General Session Presiding Dr. Gary Green Oklahoma State University Responsibilities for Career Education: Federal, State and Local Dr. Robert Weishan Michigan State Department of Education	Empire Room
2:00 p.m.	Career Education in the Local School Dr. William Konopnicke Tri-County Career Education Program Thatcher, Arizona	
2:45 p.m.	Coffee and Coke Break	Mezzanine
3:00 p.m.	Career Education in the Local School Ms. Avon Crawford Mr. Dick Gabriel Des Moines Public Schools Iowa	
3:45 p.m.	Small Group Discussion Sessions (By institutions—conducted by Dean or his representative. Meeting room as determined by Dean)	
4:45 p.m.	Adjourn Dinner—Individually Arranged	
7:00 p.m.	Career Education Resource Center Publishers Host: Ms. Teressa Conner USOE/OSU Exhibit Host: Mr. Terry Newell Ohio State University Exhibit Host: Dr. Lorella McKinney Film Festival Host: Ms. Viola Madrid	Mezzanine Mezzanine Mezzanine

Thursday, May 1, 1975

8:30 a.m.	General Session Presiding Dr. Lloyd Briggs Oklahoma State University Communication, Teacher Behavior and Humanism Dr. James Weigand University of Indiana—Bloomington Indiana	Empire Room
9:15 a.m.	Small Group Workshop Sessions Implications of Career Education for Local Programs Education Administration Secondary Education Elementary Education Vocational Education Guidance and Counseling Industrial Arts Home Economics Deans	 Room 232 Room 233 Room 349 Room 347 Minuet Room Empire Room Jade Room Gold Room
10:30 a.m.	Coffee and Coke Break	Mezzanine
10:45 a.m.	Implications of Career Education for Local Programs (continued) (Same room assignments)	

11:30 p.m. Lunch—Individually Arranged

1:15 p.m. General Session — Empire Room
Presiding
Dr. Gary Green
Oklahoma State University
Cooperative Approach to Total Teacher Education Programs and Institutional Planning
Dr. Donald Robinson
Oklahoma State University
Dr. Cas Heilman
Michigan State University

2:00 p.m. Implications of Career Education for Teacher and Counselor Education
(Same room assignments as morning)

3:00 p.m. Coffee and Coke Break — Mezzanine

3:15 p.m. Implications of Career Education for Teacher and Counselor Education
(combinations of discipline areas—assignments will be made by facilitator)

4:30 p.m. Commercial and Local Materials Display — Mezzanine

5:00 p.m. Social Hour
Dinner—Individually Arranged

Friday, May 2, 1975

8:30 a.m. General Session — Empire Room
Presiding
Dr. Lloyd Briggs
Oklahoma State University
USOE Program and Prospects for Fiscal 1975 and 1976
Dr. Sidney High
US Office of Education

9:00 a.m. Institutional Planning by University Teams

10:15 a.m. Coffee and Coke Break — Mezzanine

10:30 a.m. General Session — Empire Room
Presiding
Dr. Gary Green
Oklahoma State University
Institutional Reports
(Selected college and university teams)

11:30 a.m. Summary and Workshop Adjournment
Dr. Lloyd Briggs
Oklahoma State University

Small Group Sessions

Nationally recognized leaders in the area of career education were commissioned to help conduct the workshops and to facilitate the small group sessions. The objective of the small group session was to provide an opportunity for participants to discuss career education developments within their respective state and/ or institution and to explore ways in which the concept can be infused into teacher education programs. In addition, it was the function of the facilitor to initiate discussion and to serve as a resource relative to the implementation of a systematic career development and education model. It was felt that the combined effort of resource personnel and teacher educators in the small group sessions could result in greater individual development toward significant educational change.

The following small group session summaries are a reflection of work-group development by the facilitor.

Small Group Discussion of College of Education Deans

Keith Goldhammer
Michigan State University

Effective program development in Schools of Education depends upon the leadership of Deans. Unless Deans legitimate efforts to incorporate programs in career education in the teacher education curriculum, nothing significant will happen.

Career education does not necessarily mean new programs. It does require infusion of career education materials into the existing structure so teachers are prepared to operate within the infusion strategy.

Teachers are not currently prepared to deal with the entire range of "life needs" of children. Much research is necessary on what teachers need to know and how they can operate within the established classroom pattern and still relate beyond the subject matter needs of children. Whatever schools of education do, they have to be sure that the public schools are prepared to employ their products and use their skills. There is a danger of sending well prepared people into the field who become frustrated because the schools don't want what they have to offer. It is essential that schools and colleges of education work closely with local school districts and state departments of education in order to achieve the objectives set for them.

Schools and colleges of education through their relationship with other units of the University may be able to help resolve difficulties which have arisen in labor union perspectives on career education. In part their objections have been philosophical, but they have been realistic from the point of view of job protection and the guardianship of job entry. Better understanding must be achieved.

The schools of education so far have not overcome the tendency toward negative counseling with respect to career expectations. Much work needs to be done with the counseling program in order to help students gain and cement in realistic expectations for their future careers.

One of the greatest tasks facing

schools of education is that of obtaining a fusion of career education materials into the academic disciplines, when the content of those disciplines is controlled by other departments of the University.

There is some stigma attached to career education, even in the Colleges of Education, because there is an anti-intellectual connotation in it. The relationships between the basic studies and career education in both lower and higher schools must be more clearly spelled out. Academic snobbery still dominates because of the reward system of the University.

One of the most significant roles for colleges of education is that of in-service education. Particularly needed on the secondary level is knowledge of how to blend career education materials into the existing academic subjects.

What is the basic role of schools of education? Are we gate-keepers or guides? Do we place primary emphasis upon helping to maintain the system or adapting the system to the basic societal needs of the present and future, taking into consideration the specific roles and problems of children and youth in developing the essential thrusts for the preparation of educational personnel? Is is suggested that meaningful change will take place only in the event that schools of education can work with state departments of education and local school systems in developing a pro-active rather than a reaction stance on career education.

Educators tend to focus on the trappings of careers rather than the heart of the career development process. If career education is to be successful, it must focus on essential elements of the career development process. Much additional research is needed.

The schools of education, possibly, have four roles:

a. Develop the materials and systems which are needed for successful career education program:

b. Prepare personnel both as teachers, supervisors, resource persons, and administrators of career education programs;

c. Develop adequate programs of research, development, and evaluation to provide needed knowledge and processes to guide career development and decision-making and to appraise the successes and failures within the programs, as well as to determine what techniques and processes are particularly successful;

d. To provide clear and specific definitions and descriptions of career education programs so that both educators and the general public have a better understanding of what is being accomplished.

Colleges of education may have to mediate jurisdictional disputes among disciplines of the university which will jump on the band-wagon and claim the territory once it shows evidence of becoming successful. It would be well to attempt some alliance with other departments particularly those which have bases relevant to and needed within the career education programs.

Concerns and Recommendations of Vocational Teacher Educators Relative to Career Education

Rupert N. Evans
University of Illinois at Urbana—Champaign

In spite of its name, this discussion group, at each of the three sites, was not designed to include vocational educators from all fields. Home economics educators, for example, had concurrent meetings set up for them. Therefore, the concern and recommendations reported here are

not necessarily those of a cross-section of vocational educators.

Each session had a recorder. The notes taken by Dr. Tom Bloom of the University of Vermont and by Mr. Harold Winburn of the Oklahoma State Department of Vocational and Technical Education are the source of much of the information reported here. Each session was well attended, and almost all of those attending contributed ideas to the discussion.

One session started off with a call for clearer operational definitions of vocational education, occupational education and career education, but attention quickly turned to a discussion of the groups currently served by vocational education and to be served by career education. Almost all of the time was spent, however, in identifying workable structures for promoting career and vocational teacher education at the state level and within teacher education institutions.

Three principal concerns emerged:

1. What effects will vocational education have on career education and vice-versa? Most discussants felt that career education will broaden the concerns of vocational education, will enhance its image, and will provide it with a wider range of better motivated and better prepared students. In turn, it seems that vocational education is providing much (sometimes too much) of the leadership for career education, that vocational education procedures and structures are being used throughout career education, and that, at least initially, vocational education has provided a major portion of the funding. In the long run, both career education and vocational education will be supporting the full development of each other.

2. What should be the role of vocational educators in developing and implementing career education for teachers? Vocational teacher educators should set an example by restructuring their teacher education curricula to infuse career education concepts. They should work with other teacher educators to educate them about career education, but not attempt to dominate discussions with other teacher educators.

3. What are some effective strategies for vocational teacher educators to use in promoting career education?

a. A coordinator can work with each area of vocational education to keep that group informed about career education activities going on in the university and the local schools, as well as on the state and national scene.

b. In one state (Oregon), each teacher is required to take 9 hours of career education courses (preservice or inservice). Each school has a career education director, and there are 17 career education specialists in the state department. Vocational teacher educators have been active in each of these settings.

c. Interdisciplinary programs can be set up in such fields as adult education, career education, community education, and vocational education. Persons from each program can assist in developing the others.

d. Fields such as health occupations can demonstrate leadership by pioneering awareness and exploration programs designed to minimize sex stereotyping.

e. Where there are local career education projects (Arizona has 23), vocational teacher educators can work with local and state staff in design, teacher education, and evaluation.

f. A statewide liaison committee can be established, representing each university which has vocational teacher education programs. This group can identify needs and work on joint programs for meeting these needs.

g. Joint liaison committees representing universities, local schools, and state departments can identify highly qualified individuals who could profit from leadership training in career education and make

arrangements for them to get it.

h. The various specialties in vocational education must work closely together in order to present an effective voice in career education.

i. Career education programs can be set up to serve university undergraduates who need help in exploring and preparing for careers.

j. Career education may necessitate a broader base of technical preparation for vocational education teachers and teacher educators.

k. One or more courses in career education may be added to the teacher education program, career education units may be added to existing courses, and career education concepts can be infused into all teacher education courses.

l. Before some teacher educators (including some vocational teacher educators) can infuse these concepts into their courses they need to read some career education literature and observe some career education programs in operation. Vocational teacher educators may be particularly prone to assume that they know all about career education when they don't, really.

There was general agreement that in those states where there is a statewide commitment to career education (e.g., through a legislatively mandated program), or a college-wide commitment (e.g., as a result of a dean deciding to move forward), that career education for teachers moves very rapidly. However, even in situations where these commitments do not exist, vocational teacher educators, working cooperatively together and with other teacher educators and school personnel can and are moving effectively toward incorporating career education into preservice and inservice programs.

Small Group Discussion for Educational Administrators

Betty J. Newlon
Arizona State University

The following is a summation of the "Implications of Career Education for Teacher and Counselor Education: Educational Administration" discussions. Not all of the topics mentioned in this summary were discussed at each of the three meetings, however all major topics have been included in order to present an overall view.

Career Education programs are in existence in many school districts throughout the United States. These programs involve school administrators in varying degrees. Administrators are the key persons in the developments and implementation of career education in the local schools system.

Administrative leadership and effort are necessary if career education is to permeate the total educational structure. A widespread total effect will not take place without administrative encouragement. In order to successfully implement a comprehensive program of career education, the local district administration and board of education must identfy career education as a high priority and adequately fund the program.

When a local school district becomes involved in career education, all levels of administration are effected. The local school administrator becomes the first line of defense when explaining the program to the business community and the parents. Because of this unique role, it is important that the administration have a general, overall

understanding of the career education program including the goals, objectives and activities in order to convey the essence of the career education program to interested persons outside the educational system. With this understanding, the administration by means of effective communication can involve the community in the active development and implementation of career education and obtain full support for career education growth.

Career education impacts upon administration in the following education areas: curriculum, personnel, resources, coordination and planning legal liability, evaluation, and financing. As evidenced by the scope of the impacted educational areas and the broad involvement of the community, career education has far-reaching implications for the entire educational system. Included in these implications are the many problems posed for the administrator. Administrative responsibilities for career education extend beyond those of the individual building. Career education cannot be managed in fragments, by individual grades, school or levels; it must be articulated by administration between all levels of education—kindergarten through postsecondary.

All facets of the educational community must possess or develop a realistic understanding of career education not just the administration who is directly responsible. The administrator, however, must assume full responsibility for opening the lines of communication with the staff at all levels and for keeping these lines open.

If career education is to become an integral part of education and continue to grow and develop, the administrator must be actively and personally involved. Administrative involvement is the key to successful career education programs.

The degree of educational administration involvement in career education depends upon the university's commitment to the concepts of career education. Like the local school administrator, educational administration personnel are involved in career education in varying degrees.

An example of minimal involvement would be the inclusion of specific career education information, i.e. philosophy and rationale, state/district involvement, historical development, and administrative implications into appropriate university courses. All conference participants agreed that the integration of career education information into appropriate courses would be preferable to the establishment of separate career education courses.

Evidence of a further degree of commitment to the career education concept by educational administration departments would be the development of planned activities designed to provide local administrators with the skills and techniques necessary to cope with peculiar situations posed by career education. Some of the following general areas might be included.

For example, one of the major administration concerns would be the continued efforts necessary in order to provide adequate financing for career education. Community involvement, vocational education expansion, and instructional program changes require adequate financing in order to be successful.

Secondly universities would assist the administrator in developing new skills in interpersonal relations and group dynamics. In a comprehensive career education program, the administrator is expected to weld together all parts of the community into serving a common purpose. This requires the development of special individual skills.

Third, new approaches to community-wide planning for career education and the techniques for securing community involvement would be developed. Administrators

need to be aware of the legal implications of extensive community involvement in education.

Fourth, often with the implementation of a comprehensive program of career education the role and purpose of the school is altered. This requires the establishment of new educational goals and objectives, staff roles, and student expectations.

And finally, teachers alone cannot carry the instructional load and related responsibilities of career education. The time and energy demands placed upon the school staff will necessitate creative administrative changes in the role and function of staffing in individual schools and whole systems.

Career education cannot be fragmented at the elementary, secondary, or postsecondary levels. Educational Administration personnel must join with other College of Education members in the articulation of a total career education program, K-?. A successful career education program requires the active personal involvement of educational administration personnel and all other College of Education members.

Summary of Elementary Education Small Group Discussions

Marla Peterson
Eastern Illinois University

It was interesting to note how the disciplines that were represented by the participants changed with the geographic location of the workshops. In Philadelphia the participants were, for the most part, teachers of elementary school methods courses with over one-third in the area of science education. In Kansas City there was about an equal distribution of vocational educators and elementary school teacher educators. In Salt Lake City there was heavy representation from teachers of elementary school methods courses with about one-third from the social studies area.

Perhaps the above attendance patterns reflect the fact that in the elementary school it is everyone's responsibility to attempt to integrate career development concepts into the subject matter under consideration. This philosophy was the basis under which the elementary school discussion groups operated at all three workshops and it raised some interesting questions:

1. If career education is everyone's responsibility, is it advisable to have career education coordinators? If so, what qualities should this coordinator possess? What are the implications for teacher education?
2. Is there a new or changing role for elementary school counselors? Is career education really a curriculum-based guidance approach?
3. Are local hiring practices going to give preference to teacher education candidates who have had some preservice preparation in career education?
4. If teacher educators are invited to assist with inservice education, what content and processes should be included in an inservice program?
5. What is the quality of present career education programs? How are local programs measuring their successes and failures in affective areas? In reading? In mathematics?
6. In some states, state departments of education reimburse for K-6 career education programs. How can this money be put to best use?

7. What are the sources of funding, other than local district support, for career education?

8. How are local districts going about materials selection?

9. What are good sources of information on K-6 career education?

10. How much more can the K-6 curriculum stand? Is career education really more, or is it a way of going about teaching? Should we be worrying about sequencing of career education programs?

In discussing each of the above questions, inevitably the conversation would revolve around, "What does this question mean for teacher education. Tell me what I should be doing differently in my "X" methods course". The transfer of speech to print often loses something in the transition. Preserved in print and packaged in a final report, the following summary of teacher education recommendations are not what they were when they were hammered out on the fifth floor of the Hotel Utah. The honest, intellectual exchange that occured among the participants is missing.

Recommendations for Preservice Education Programs

1. For many elementary teachers, understanding of the world of work is very limited. Perhaps the preservice education of teachers should provide for experiences in various settings.

2. If the use of field trips and guest speakers is being recommended as methodologies to be used with elementary school students, then perhaps preservice programs ought to reflect the use of field trips and guest speakers.

3. Somewhere in the preservice education of teachers they ought to be given the opportunity to assess the personal and social values of work.

4. More emphasis ought to be placed on helping preservice teachers examine their own value system.

5. Models ought to be presented to preservice students which would help guide them in selecting materials that are appropriate for elementary school career education programs.

6. Self-development, coping behaviors, attitudes and appreciations related to work, lifestyle, career information, and decision making are all components of career development and ought to be presented in preservice teacher education programs.

There was general consensus that, to date, the public schools have provided the leadership in developing career education programs. There are isolated teacher education institutions that have made a great deal of impact on public school career education programs. Where teacher education institutions have become involved in career education, the emphasis seems to have been on providing inservice types of activities in the forms of workshops .

The participants at all three workshops wrestled with defining career education. Although they were far from arriving at a definition that would be acceptable by the elementary education profession, most would agree that self development, work, and life-based curriculum are key words (but not the only words) that should be included in career education.

Small Group Discussions of Counselor Educators at the National Career Education Workshops

Dr. William P. Evans
Oklahoma State University

It is a sizeable task to "summarize the small group discussions of Counselor Educators at the three National Career Education Workshops." This brief report will focus on the following three assigned topics for each workshop.

1. Examine issues and problems in career education.
2. Discuss the implications of career education for local school career guidance programs (counselor's role in program development and operation).
3. Discuss the implications of counselor's role in career education programs for the preparation of school counselors.

The report will be a composite of the three workshops rather than to identify the product from the individual workshops.

Issues and Problems in Career Education

1. The lack of a philosophical base for career education or any general agreement on the meaning of the career education concept was a concern of many conference participants. Some indicated a reluctance to "move" in program development until a philosophical base is understood. The public (community) seems more ready to develop school-based career education programs than are professional educators.

Closely related to the philosophical base for career education were concerns expressed for the meaning of "work". There is a tendency to deny the work ethic and recognize that some people in our society do not enjoy work; some people work in order to support a life style that is important to them.

Some conference participants were concerned that it seemed to be "big business" and the Federal Government pushing for career education. They wondered as to the ulterior motive behind this push for career education. There were those who wondered if career education was here to stay or only until there is a new Commissioner of Education.

2. The career education concept seems to imply that if kids are given information, and they make the choice gradually over a period of years, they will make the kind of choice that is the most appropriate choice for them; that they will be happy ever after. There is no research to support this assumption.

3. Counselor certification requirements in many states may provide constraints in preparing counselors for career education. It may be necessary to modify certification requirements to permit persons from business and industry to enter the profession.

4. Counselor educators tend to emphasize in the preparation programs those things they see as important. They need to consider the total counselor education program which includes many specialties other than school counselors; many school counselors are employed in schools without career guidance programs.

5. Current models for preparing counselors are not appropriate for career education roles. Too much attention is focused on the college bound student. The therapeutic model of most programs may contribute to the counselor's reluctance to get out of the office. Counselors seem to be reluctant to reduce the emphasis of some traditional roles such as

one-to-one counseling.

6. There seems to be a lack of trust between teachers, counselors, administrators and vocational-technical personnel which makes more difficult the development of career education programs.

Implications for Counselor's Role

1. The counselor should be a facilitator and a consultant to community groups, parents and teachers.

2. The counselor should be responsible for developing a staff development or in-service training program for teachers and other staff members.

3. The counselor should help identify how people earn a living in the community and help utilize community persons in the career guidance program; to get resources and materials that are available and to relate the resource materials to classroom activities.

4. The counselor should function as a consultant and resource person to teachers on the needs of students, families and society, particularly in terms of human relations and career education.

5. The counselor must work with parents to improve child rearing skills, in instilling cooperation, responsibility and positive self-image. This probably implies that parenting is a career role to which we address ourselves.

6. Ideally, the counselor should be the coordinator of the system-wide career guidance program which tries to help correlate the self knowledge with environmental knowledge which presumably a comprehensive program would include.

7. They should be going into the classroom for group guidance activities related to career development.

8. They should be providing leadership in the development of an effective teacher-counselor advisory system. This is not the usual homeroom system but a career guidance based teacher advisor system where teachers learn some things about career development, about life styles and about values clarification. This would be a part of the in-service training program.

9 The counselor should take some responsibility for developing individual systems for student exploration. These individual systems could include such things as resources from library, program units, media centers, career resource centers, etc.

10. They should stimulate the creation and functioning of a career education advisory council involving parents and community if there is not one already functioning.

11. They should assure that values clarification and decision making become an integral part of the career education program. There should be a balance between occupational information, self-clarification and the decision making process.

12. The counselor should serve as a catalytic agent to help assure that students get the needed help on integrating and synthesizing the self and environmental information.

13. They need to be available to work with students as individuals and with student groups in classes for assisting them with values clarification, decision making, employment skills, how to get a job, etc.

14. The counselor should be available to assess individual abilities, values, interests and needs and to help translate these in making within school placement decisions. They need to become more involved in job placement responsibilities with students still in school as well as school leavers, both graduates and drop-outs.

15. Counselors need to develop a greater alliance with employment service bureaus and with other persons outside the school who are doing placement.

16. The counselor needs full understanding of school curriculum and curriculum development;

teachers need understanding of human relations.

17. If counselors are to work with teachers and students relative to awareness of self, the counselor must have a thorough understanding of self; understanding of consultant and facilitator roles in working with teachers in those areas of awareness of self and others as well as infusing career education concepts into the curriculum.

18. The counselor provides leadership for the inclusion of leisure time roles in the career education program; is sensitive to the whole person and looks at all roles of the person.

19. The counselor assists with the evaluation of the career education programs and plans with the staff for program improvement.

Implications for Teacher and Counselor Education

1. Practicum experiences in career planning and career decision making should be emphasized as opposed to the traditional clinical kinds of approaches used in practicum.

2. Preparation programs should look at values and work on values clarification in relation to the career development of different clientele; the values clarification as related to women, minorities and people looking at non-traditional occupations; and should give considerable emphasis to life styles.

3. Some of the training experience should be work experience in business and industry. The counselor should get a better picture of work outside of education if they have not had this kind of experience.

4. The counselor needs training for leadership responsibilities to prepare for functioning as a consultant working with teachers; team leader in career development; resource person to teachers, etc.

5. The counselor needs training in career guidance program development, structuring, implementation and evaluation.

6. There is need for more training in group processes as related to career guidance; how to work with teachers in devolping different kinds of group procedures related to career guidance and career development.

7. There is need for more training in human relations and particularly human relations training to work with the career needs of diverse cultural and multi-ethnic groups.

8. There is need to involve counselors more in working with pre-service teachers in career development and career education. By being involved at the pre-service period they are more likely to accept the responsibilitiy of working with teachers at the school level.

9. The counselor needs some experience in learning to develop or create teaching-learning units, projects or action plans in career education and to become involved in curriculum development and program aspects of career guidance.

10. The counselor education program should include the development of assertiveness skills.

11. The counselor should know techniques and procedures to become more visible after accepting the position as a counselor if he/she is to become more effective in functioning as a collaborator working with teachers and the administration.

12. Counselor educators may need to work toward modification of counselor certification requirements if current requirements impede career education program development.

13. Selective admission procedures may need modification to permit admission of more persons from business and industry; earlier student experiences in practicum type experiences may permit removing some students from the program who should not be in helping relations jobs.

14. Counselor educators should get out of their offices and become involved in in-service and pre-service preparations of teachers and administrators.

15. Counselor preparation departments could offer career education courses to teacher education majors although it is recognized that infusing career education into existing courses is probably the preferred method.

16. A 30 hours program for preparing counselors is not a sufficient amount of time to prepare a counselor for his/her many responsibilities.

17. Counselor education programs should provide the counselor with skills permitting greater involvement with the community; learning to organize and work with Community Advisory Boards in developing and operating career guidance programs.

18. Counselors going into mental health centers, counseling for older persons, school psychologists, etc. need to know something about career development.

19. There is need to take an inter-disciplinary approach to counselor-teacher-administrator education, to bring these three groups together to look at the concept of career education, as they are preparing to function in schools.

Summary of Industrial Arts Special Interest Group Sections

Henry J. Sredl
University of Illinois

NOTE: While the following represents participant concensus on the relationship between industrial arts and career education, and the problems and issues associated with that relationship, it should be noted that exceptions to this concensus appeared in all three regional conferences. However, because of space limitations, only the "majority opinion" is hereby presented.

The following outline represents the structure of the industrial arts and career education.

A. *Career Education:* Where does industrial arts fit?

B. *Issues and problems:* Local Schools:

1. Place in total school operation
2. Students
3. Personnel
4. Curriculum resources
5. Financial resources

C. *Implications for teacher education.*

A. *Career Education:* Where does industrial arts fit?

Various models for career education programs are used throughout the schools in the United States. Examination of these, however, indicates that there are basically four parts to career education no matter what model is used: (1) awareness, (2) exploration/orientation, (3) preparation/development, and (4) maintenance. Industrial arts makes its greatest contribution in the awareness and exploration/orientation stages.

B. *1. Place in total school operation*

As a part of general education, industrial arts makes its greatest contribution to career education on the elementary and junior high/middle school level. It is at this level that the awareness and exploration/orientation stages of career education are found. (It is acknowledged that awareness and exploration/orientation can apply to individuals of any age, but in the structured school operation, they are found on the elementary and junior high/middle school levels.

2. Students.

All students, regardless of sex, intellectual ability, social or academic background, particular handicaps or special talents, should be included in industrial arts programs.

3. Personnel.

Industrial arts teachers historically have been involved with what are now identified as career education activities. While industrial arts focuses on only one part of career education, it is felt that industrial arts teachers have provided and can continue to provide leadership in career education programs.

4. Curriculum resources.

Industrial arts programs are a rich source of career education curriculum materials. Numerous industrial arts programs were identified as nuclei or existing career education programs.

5. Financial resources.

There is presently a dearth of financial support for industrial arts career education activities. While some monies have been made available for such activities, these funds have made impacts in only isolated parts of the country.

C. *Implications for teacher education.*

The implications for teacher education from items in part B of this report are numerous. It is anticipated there will be greater need for industrial arts personnel as the concept of career education is increasingly accepted in school systems throughout the United States. Industrial arts teachers have traditionally been strongly involved with career education activities.

Industrial arts teacher preparation will not only have to expand on the pre-service level but on the in-service level as well. A large number of industrial arts teachers presently employed were prepared in programs which did not recognize the total concept of career education. Consequently, these individuals need retraining to further the effects of industrial arts in career education.

Implementation of the philosophy relating industrial arts to career education needs much attention on the teacher education level. Many current industrial arts teacher preparation programs still have pre-service programs on both the undergraduate and graduate levels which reflect an isolationist point of view. While philosophically supporting inter-disciplinary involvement of industrial arts personnel and programs, the teacher preparation program does little to generate this philosophy into ongoing activity.

Financing the changes needed in industrial arts teacher preparation programs will face difficulty. With pressures on most higher education institutions to cut expenditures, new innovations in industrial arts teacher preparation will be necessary. Increased cooperation with community colleges is seen as one way to provide the necessary flexibility in future industrial arts teacher preparation programs.

While the relationship of industrial arts to career education, and the problems associated with this relationship, created much diversified discussion, there was one point on which feelings were unanimous. Industrial arts is an important part of career education and has a major role to play in the development of this concept.

Career Education Concern And Recommendation of Home Economics Teacher Educators

Ruth D. Harris
Virginia Polytechnic Institute

Home Economics Teacher Educators met in small group sessions and discussed the present status relative to implementing career education into the home economics curriculum. Within the group some of the teacher educators had been extensively involved in implementing career education; however, others had limited involvement. Some of the Teacher Educators expressed a lack of knowledge about career education concepts. During the first session the following issues and problems in implementing career education were identified:

1. Limited resources
2. Need for in-service programs
3. Need to prepare teacher educators
4. Lack of coordination between counselors and teachers
5. Lack of time and other resources to prepare curriculum materials
6. Lack of articulation between school, business, and labor
7. Limited staff to implement career education
8. Need for revising and/or developing curriculum materials
9. Discontinuity between aspirations and expectations
10. Need for better communications with classroom teachers
11. Need to set up demonstration schools
12. Lack of parental involvement in the program
13. Need to set up advisory committee
14. Tightness of course requirements for undergraduates
15. Lack of commitment by Administrators
16. Lack of expertise in infusing career education into existing curriculums
17. Stereotyping of Home Economics as a field for only females

Home Economics Career Education: A Conceptual Framework

During the sessions basic concepts relating to career education in Home Economics were identified and discussed. These concepts might serve as the first step in the development of a conceptual framework for career education in Home Economics:

1. Home and family life education is supportive of career development and is a component of career education.*
2. The home can be a learning center for career development.
3. Career education includes education for homemaking and family life as well as for wage-earning.
4. Homemaking and occupational wage-earning programs are related disciplines with a common core of knowledges, skills, and attitudes. Curriculum development efforts in career education within home economics should emphasize these commonalities.
5. Education for the dual role of homemaking and wage-earning is necessary for both men and women.
6. The duality of homemaking should be given emphasis in career education and a concerted effort needs to be made within each subject

*Dr. Betty Simpson identified a number of the concepts for presentation and discussion at the workshop.

area to show the relatedness of the basic skills, attitudes, and knowledge taught and the potential value of these skills within the career role.

7. Career education in home economics should provide the students with an opportunity to develop occupuational awareness, self-awareness, occupational exploration, orientation, and preparation in home economics and related occupations.

Recommendations

Home Economics Teacher Educators should assume a leadership role in preparing teachers in pre-service as well as in-service programs for career education. Greater articulation on the part of teacher assertiveness, courage and educators are needed in the efforts made in career education. It was suggested that each university develop learning packages and pool them through existing channels of communication such as "ERIC" and "HELPS" for the purpose of sharing them with other institutions or individuals. Improved communications between teacher educators across the country is a necessity if career education is to be implemented effectively.

There is a need for the development of a model to infuse career education into the existing home economics curriculum. This process might begin by using Career Education Concepts which could serve as a base for the development of a matrix of home economics concepts to be infused into the elementary and secondary home economics curriculum.

Other recommendations were made for implementing career education into the home economics curriculum. These recommendations are listed as follows:

1. Home Economics Teacher Educators should take a leadership role in developing:

(a) a definition of career education in home economics

(b) a philosophy of career education in home economics

(c) a conceptual framework of career education in home economics

(d) purposes of home economics with regard to career education

(e) goals and objectives in home economics education in reference to career education

2. The role of home economics in relation to career education should be identified.

3. Existing resources should be identified and disseminated.

4. Home Economics should promote acceptance of nonwage earning careers.

5. Career education should be implemented in the home economics curriculum at the elementary, secondary, post-secondary, and college levels.

6. Effective ways should be identified in order to evaluate the implementation of career education.

7. Teacher educators should work as a team with other disciplines to implement career education.

8. A systematic approach should be developed to apply career education to life-long learning in terms of home economics concepts.

9. Career education should be implemented in preservice and inservice home economics teacher education programs.

Career Education In Secondary Education

Garn Coombs
Brigham Young University

The participants in the Secondary Education small group sessions varied from educators who had developed and taught career education curricula and classes to educators who had never heard of career education before their assignment to the conference. A few participants were hostile toward career education but most participants had a positive attitude toward career education and its potential contribution to secondary education.

Those participants recently introduced to career education wanted a simple definition whereas those participants with many experiences in career education asked questions about ways to introduce career education into school curricula and how to change teachers to include career education concepts into their daily lesson plans.

General concerns of those unacquainted with career education focused upon the need for a specific definition of career education and greater conceptual clarity in relating career education to general curricula. Others questioned whether career education was not a passing fad with all participants guilty of bandwagoning. Others wondered if career education was a religion, a movement, or even a good thing for education. After some warm discussions the group agreed that specific definitions should remain the task of local schools, that career education was an important part of secondary school curricula, and that the basic idea was a permanent part of education.

A specific concern was how does a teacher incorporate career education concepts into the already overcrowded curricula, and where can a teacher locate the time to teach career education? This concern included a teacher of methods courses for preservice teachers as well as secondary teachers of various subject areas. Professors who teach methods courses complained that they cannot teach everything they want without adding career education. They asked what subject matter content would be dropped to add career education. After long and hot discussions the groups decided that career education was a process for teaching subject matter at the secondary level and *infusion* into regular courses rather than separation was the way to teach career education concepts. However, some felt that separate courses or units in career education should be developed during the introductory stages of infusing career education into teacher education and secondary education curricula. Others suggested that career education was a motivating factor which would reduce loss of time due to discipline problems and thus actually produce more time for teaching skills and content. Finally, some argued that teachers needed to re-evaluate their course goals and objectives, develop new priorities, and reform their curricula. Once this process occurred it would be easy to include career education. Participants were encouraged to read what THE REFORM OF SECONDARY EDUCATON: *A report of the National Commission on the Reform of Secondary Education* (1973) recommended on career education.

Similar to the above concern were those questioning whether the teaching of English, mathematics,

science, social studies, arts, and music could be improved by adding career education to the content of these subjects. The groups agreed that if career education was taught as part of these subjects it could give practical application to these subjects and help students see how each subject relates to the real world of work.

The major concern of each group dealt with how to include career education into pre-service and in-service teacher education programs. Each university had programs unique to their geographical area or student enrollment. Each program had unique problems ranging from how to deal with teacher unions to no funds for program changes. The groups made a number of recommendations for this concern. Most common for working with public school teachers were conducting career education workshops for teachers in public schools and serving as consultants to local school districts.

Preservice programs included offering career education courses, infusing career education into regular courses, and developing career education competencies for students to acquire before student teaching and to perform during student teaching. Examples of a career education competency included using the *Dictionary of Occupational Titles* (DOT) or *Occupational Outlook Handbook* to teach a concept lesson, to role-play value conflict situations dealing with real work problems, developing skills in interviewing for a job, or surveying local employers to locate resource persons and opportunities for community experiences. An interesting approach to infusing career education was to relate career education subject matter concepts with Bloom's and Krathwohl's congnitive and effective taxonomies. This would not only provide for a variety of learning activities but would also provide for different skills and values at different grades and for different subjects.

Career education could be added to teacher education institutions by establishing an interdisciplinary Career Education Council to train and aid professors in career education concepts and processes. Universities could establish Career Education Centers for teacher educators to utilize. Special career education faculty members could be hired and serve as consultants to all teachers in Colleges of Education. Finally, those teachers attending the conferences could arrange exchanges with other teachers to come to their classes and explain some item of expertise for an opportunity for the participant to explain career education to students enrolled in a colleagues classes.

Some minor concerns dealt with the problem of duplicating programs with community education, the relationship of career education to vocational education, how new is career education, and how will career education affect attitudes toward work, productivity, and the economy.

A specific recommendation was to make contact with persons in the community and industry to provide students with work experiences outside student-teaching.

The group recognized the problem of changing teachers and themselves but recommended working first with teachers sympathetic to career education and expanding from that base. They also recommended involving teacher organizations and unions, state and national accreditation associations, and community leaders when developing career education programs for teacher education institutions.

The groups further recommended that teacher education institutions include career education as part of both pre-service and in-service teacher training programs. Each

institution should develop programs to meet the needs of local areas which would result in a variety of approaches to be shared at some future conference similar to the National Career Education Workshop. The groups agreed that the participants needed to become informed about career education so they could provide help to school districts already developing career education programs, rather than having school districts going elsewhere for training. University personnel could help develop curricula materials, books, media kits and other commercial materials needed to teach career educators at the secondary education level.

Finally, teacher educators need to *model* the teaching of career education as well as tell pre-service and in-service teachers about career education. Most agreed to return to their respective schools and attempt to make career education a natural part of their teacher education programs.